

Reviewer

CP#

8175

Please enter your Legal Entity number:

LE

0747

Please enter your School Code

SC

1754

Are all profile components present?

Yes

No

Academic Performance - Are all components present? If not, please explain. Title I will review all purposes of all correlates.

Yes

No

Academic Performance - Indian Education for All and American Indian Achievement:

District/School indicated not applicable; however Indian Education for All is applicable for all students/schools/districts

Satisfactory answer

Response does not address the question

Answer is too general / Please be more specific or expand upon your answer

Answer does not address Indian Education for All

To discuss professional development plans or opportunities for Indian Education for All or Indian student achievement, contact the OPI Indian Education Division

Efficiency - Are all components present?

Yes

No

Efficiency - Indian Education for All and American Indian Achievement:

- District/School indicated not applicable; however Indian Education for All is applicable for all students/schools/districts
- Satisfactory answer
- Response does not address the question
- Answer is too general / Please be more specific or expand upon your answer
- Answer does not address Indian Education for All
- To discuss professional development plans or opportunities for Indian Education for All or Indian student achievement, contact the OPI Indian Education Division

Learning Environment - Are all components present?

- Yes
- No

Learning Environment - Indian Education for All and American Indian Achievement:

- District/School indicated not applicable; however Indian Education for All is applicable for all students/schools/districts
- Satisfactory answer
- Response does not address the question
- Answer is too general / Please be more specific or expand upon your answer
- Answer does not address Indian Education for All
- To discuss professional development plans or opportunities for Indian Education for All or Indian student achievement, contact the OPI Indian Education Division

Mathematics - Are all components present?

- Yes
- No

Mathematics - Measurable Objectives:

- Measurable objective clearly articulates the relationship to school/district goals.
- Measurable objective contains necessary components for all levels of system (students, teachers, leaders).
- Measurable objective develops/demonstrates a strong relationship to school/district goals and focuses on meaningful school improvement issues.
- Measurable objective effectively supports focused, meaningful continuous school improvement.
- Multiple tools are listed to gather data for measurable objectives.

Mathematics - Identified Strategies:

- Strategies are clear and focused.
- Rational is given for choice of strategies.
- Specific and research-based strategies stated.
- Strategies are measurable.
- Method, materials, and timeframe for implementing strategies are indicated.
- Strategies are based on realistic expectations.
- Mathematics identified strategies are unclear and/or lacks specificity.
- Mathematics identified strategies do not support stated goal.

Reading - Are all components present?

- Yes
- No

Reading - Goals:

- Reading goal based on CRT data.
- Reading goal is unrealistic for a school year.
- Reading goal lacks specificity, what grade levels are targeted?
- Reading goal is not measurable as stated.

Reading - Measurable Objectives:

- Measurable objective not included in the plan.
- Measurable objective does not clearly articulate the relationship to school/district goals.
- Measurable objective contains all necessary components.
- Measurable objective develops/demonstrates a strong relationship to school/district goals and focuses on meaningful school improvement issues.
- Measurable objective effectively supports focused, meaningful continuous school improvement.

Reading - Identified Strategies:

- Identified strategies are focused on standards based instruction and resources.
- Identified strategies to reach reading goal are focused and clear.
- Identified strategies to reach reading goal are not based on data.
- Identified strategies are generalized.
- Identified strategies (or Professional development) to reach reading goal lack specific connection to student achievement in reading.
- Identified strategies support reading goal.
- Consider multiple sources of measurement to collect reading achievement data.

Curriculum Development - Are all components present?

- Yes
- No

Curriculum Development: (District)

- Curriculum development goal is measurable.
- Curriculum development goal is not measurable.
- Curriculum development goal based on consortium revision cycle.
- Measurable objective not included in the report.
- Measurable objective does not clearly articulate the relationship to school/district goals.
- Measurable objective contains all necessary components.
- Measurable objective develops/demonstrates a strong relationship to school/district goals and focuses on meaningful school improvement issues.
- Measurable objective effectively supports focused, meaningful continuous school improvement.
- The communication arts standards were revised in 2010, consider that in curriculum review.

Other #1 - Are all components present?

- Yes
- No

What other components are missing?

n/a

Other #2 - Are all components present?

- Yes
- No

What other components are missing?

n/a

General Feedback:

Graphs and tables included in plan were reviewed.

Do you want to complete the additional Title I questions?

- Yes
- No